EAST-WEST CENTER

SEARCH FOR UNDERSTANDING

Program Development for The East-West Center in the 1970s

THE EAST-WEST CENTER—formally known as "The Center for Cultural and Technical Interchange Between East and West" — was established in Hawaii by the United States Congress in 1960. The Center's goal is to promote better understanding and relations among the peoples of Asia, the Pacific islands and the United States. As a national educational institution in cooperation with the University of Hawaii, the East-West Center focuses its programs of education, research and training on seeking solutions to vital problems of mutual concern.

Each year about 1,000 students, Senior Specialists and technological training participants at the teaching and management levels come to the East-West Center from more than 30 different countries and territories under federal grants and scholarships. Several hundred more men and women receive training annually at field workshops and refresher courses conducted in the Asian/Pacific area by East-West Center instructional teams co-sponsored by local governments and agencies.

A fundamental aim of East-West Center programs is to foster understanding and respect among people from differing cultures working and studying together on common problems. The Center draws on the resources of U.S. mainland universities, and Asian/Pacific educational and governmental institutions as well as organizations in the multi-cultural State of Hawaii.

The Center's programs are conducted by the East-West Population Institute, the East-West Communications Institute, the East-West Culture Learning Institute, the East-West Technology and Development Institute, and the East-West Food Institute.

SEARCH FOR UNDERSTANDING

THE EAST-WEST CENTER IN THE 1970s

In the first 10 years of its existence the East-West Center has grown from its beginnings as a unique experiment in cultural and technical interchange into a viable institution linking the peoples of Asia, the Pacific area and the United States on a variety of levels that combine idealism with practicality. This document presents the plan for development in the second decade. It sharpens the Center's focus on promoting mutual understanding and better relations by bringing people together from East and West to seek solutions to vital problems of deep mutual concern.

In directing the educational, research, and technological training resources of the East-West Center toward problem-oriented programs, the development plan is designed to integrate the Center's goals, programs, administrative structure, budget, and activities so that it may better accomplish the purposes for which it was established by the U.S. Congress.

The foundations for this development plan are the goals and principles laid down by the enabling legislation, the relationship with the University of Hawaii as set forth by the contractual agreement between the University and the Department of State, and the successful arrangements and practices of the first decade.

An essential ingredient of specific program planning has been participation by authorities and specialists from Asia and the Pacific area to ensure the perspective of both East and West. An interdisciplinary program in population dynamics, conducted by the East-West Population Institute, was started in 1968. Programs in Communications, Culture Learning and Food begin in the 1970-71 Fiscal Year. The Institute for Technical Interchange was redesigned as the East-West Technology and Development Institute to place more emphasis on mid-management training and to expand its function to include degree student grants and applied research.

BEGINNINGS

The Act of 1960 which created the Center was signed by President Eisenhower on May 14, 1960. The basic goals and general operating procedures as laid out in the Act can be seen from these abstracts:

1. The purpose of the Act is "to promote better relations and understanding between the United States and the nations of Asia and the Pacific (hereinafter referred to as "the East") through cooperative study, training, and research, by establishing in Hawaii a Center for Cultural and Technical Interchange Between East and West..."

2. "The Secretary of State shall provide for the establishment and operation in Hawaii of an educational institution to be known as the Center for Cultural and Technical Interchange Between East and West, through arrangements with public, educational, and other non-profit institutions."

3. The Center shall provide (a) "grants, fellowships, and other payments to outstanding scholars and authorities from the nations of East and West as may be necessary to attract such scholars and authorities to the Center;" (b) "grants, scholarships, and other payments to qualified students from the nations of East and West as may be necessary to enable such students to engage in study or training at the Center."

4. The Center shall make its "facilities...available for study and or training to other qualified persons."

5. The Secretary of State may..."accept from public and private sources money and property to be utilized in carrying out the purposes and functions of the Center." Principal funding comes from annual appropriations by the Congress.

While enabling legislation was being considered, people at the University of Hawaii were formulating proposals, which are spelled out in the Recommendations for the Organization and Operation of the Center for Cultural and Technical Interchange Between East and West in Hawaii. The first sentence of that report reads: "Of all the natural resources upon which the world depends for its survival and its sustenance, none is so important as its people." From the beginning the Center has emphasized the human dimension in international understanding. It has attempted, in cooperation with the University of Hawaii, to provide opportunities for culturally diverse people to learn a skill or profession, to do research and writing, to work and play, to cooperate and struggle, to laugh and cry, developing in the process those thin lines of trust, friendship and common interest which will tie them into a community of understanding. The report went on to elaborate the unique educational character of the Center and described its academic guideline in this way:

> While high academic standards are imperative, the Center has planned to examine and utilize non-traditional or unusual as well as traditional educational methods and techniques in carrying out its objectives. It has been conceived in relation to and based upon the sound academic structure of the University, but not bound by forms inappropriate to its purpose.

Hawaii's Governor John A. Burns, who helped initiate the preliminary legislation while serving as Territorial Delegate to the U.S. Congress and who later became chairman of the

Center's National Review Board, stressed the national character of the institution in an address May 14, 1970, in observance of the Center's 10th anniversary. The Governor said "...the Center is a national institution as was clearly intended by law. It is a national program under national control, operating under the authority of the Secretary of State." In discussing the East-West Center's mission, he added: "I don't think it was ever meant to be a strictly academic institution--a rigid, hide-bound, ivory-towered, intellectual retreat. Rather, what we wanted it to be was a warm, personal and adaptive institution capable of responding to the needs of people and the changes of the times."

The East-West Center developed organizationally along the basic lines which suggested "cooperative study, training, and research," by establishing institutes for these programs. The Institute for Student Interchange was established to bring graduate students, mainly at the master's level, to the University of Hawaii for obtaining degrees in any of the many academic departments. Since its inception, this program has brought 3,163 students through these programs from 33 different countries. The ratio of participation has been about two Asian/Pacific students to each American. The Institute for Technical Interchange was established to conduct non-degree training in areas ranging from tourist industry management to banana culture, from poultry raising to library science. A total of 10,667 people from 67 countries and territories, especially from the islands of the Pacific, have been trained through these programs. About half that number have been trained in projects at the East-West Center in Hawaii, and half in field training courses conducted by East-West Center instructional teams. (Some technical training participants have come from outside the Asian/Pacific area under AID grants.) The Institute of Advanced Projects was established to bring scholars from the United States and the Asian/Pacific area in pairs, teams or singly, to do research on topics of their choice. Within the Institute of Advanced Projects a library, a press, a conference program, a translation program, a fellowship program for newspapermen, and a program for doctoral candidates in development (International Development Program) were also developed. All were moved out of the Institute as independent or supporting administrative units, except the IDP, which has been discontinued. These, then, are the building blocks with which the East-West Center has to work: advanced scholars, degree students, non-degree students, conferences and seminars, the publishing program, the library program, the translation program.

Since its inception the Center has been under almost constant review by highly qualified committees, as well as by the Board of Regents of the University of Hawaii and the National Review Board, established by the Secretary of State to oversee the national interest. The general thrust of these reports was

that although the Center has accomplished much, it had not reached its full potential. The Center's goal--mutual understanding, and its basic method, interchange--has been constantly endorsed. However, the Center had not developed or used "non-traditional or unusual as well as traditional educational methods and techniques in carrying out its objectives." There has also been a constant call for concentration upon a few well-chosen topics. In 1967 a Joint EWC/UH Task Force published a report recommending that the East-West Center move into problem-oriented programs, i.e., focus the attention and resources of the Center on selected problems of common concern to East and West. It stressed the need to maintain mutuality among participants, innovation and experimentation with teaching and learning, academic excellence, and continuance of the promotion of interchange in both academic and social situations. In April of 1968 the National Review Board and the Board of Regents recommended that the Center incorporate problem-oriented programs into the Center's operations, with the budget-making process focussing on these programs, and the Center's administration being held accountable for their accomplishment. Since September of 1968 the East-West Center has been planning the implementation of this decision, which takes effect in the reorganization of the Center beginning July 1, 1970.

RATIONALE

Like other educational institutions, to be dynamic and vibrant, the East-West Center must take more initiative in its program and priorities rather than only respond to the needs and request of others. Together with colleagues from Asia, the Pacific area and America, the Center is building real substance into its programs. Relations with institutions in the Asian and Pacific area and on the mainland, as well as with elements of the University of Hawaii, are thus being developed and strengthened. Continuity in content and direction is necessary to provide for the accumulation of output, input and experience. Substantial staff and the accumulation of experience provides the Center with competence.

In looking ahead to the 1970's, it is necessary to reexamine assumptions, for it is not wise to build programs upon the basis of the assumptions of the 60's. In fact, there have been many changes in the situation in Asia, the United States, and the University of Hawaii, which will determine the content and style of our programs in the next decade.

1. Changes in Asia and the Pacific Area

1) During the 60's the countries of Asia and the Pacific have made great strides in their own development. Japan, for

example, has become the third largest producer in the world; South Korea, Taiwan and Singapore have reached the take-off stage in their economic development, as has possibly Thailand. Other countries from Pakistan to the Philippines are moving.

2) In many of the Asian countries, the educational systems are increasingly able to handle higher education adequately through the M.A. degree.

3) In the Pacific area, the University of the South Pacific, the University of Papua and New Guinea, and the University of Guam have been established to provide post-secondary education in both technical and academic fields. They will soon be capable of handling education at the bachelor's level.

4) Government officials and scholars, especially those trained in the United States and other western countries, have come to realize that, although American scholars are generous with their advice and help, their motivations are not altogether altruistic. There are the data-exporters and instant experts, the international development VIP's and area experts, all eager to use the local Asian country to enhance their reputation and annual income by providing the basis for research. Many have staked out areas of the world as "theirs." Many Asian intellectuals have seen this and have come to the conclusion that their country is a gold mine and that they have the duty to mine their own gold. (See the report of the SEADAG conference, held at the East-West Center in January 1968, in a Special Report by the Asia Society entitled American Research on Southeast Asian Development: Asian and American Views.)

5) Since World War II the United States has given of its wealth to other countries in a way and in amounts unparalleled in human history. In many ways, it has been eminently successful. It has also made mistakes. However, the important fact is that the more sensitive Asians have come to the conclusion that they want to modernize, but on their own terms, maintaining their own spirit and identity in the process. Thus, the initiative for progress is in their hands. This has been reflected in President Nixon's enunciation of the "Guam doctrine" which aims basically at an American international stance of helping the peoples of Asia and the Pacific help themselves in areas which they consider vital to progress and stability.

2. Changes in the United States

1) The people of the United States have, during the 60's, focussed more and more of their attention upon domestic problems. The revolt of Afro-Americans and students, the diminished quality

of life in urban areas due to crowding, noise, the pollution of water and air, the failure of the universities to respond to the rapidly changing situations, the information explosion, the domestic consequences of the war in Vietnam, and many other problems have begun to rivet attention at home. These have become so important that new departments have been established in the executive branch of our federal government, each with a growing budget.

2) There is a strong tendency on the part of many to withdraw from our international commitments. The question is whether this withdrawal will be strategic in the sense that it will stimulate a rethinking of our goals and methods so that a new set of relationships will be developed without reverting to unrealistic isolationism.

3) The universities are facing the greatest challenge of their history. The disturbances on the campuses are a result of fundamental changes, beginning many decades ago, but accelerated in the 60's. As modern technological society has developed, for example, knowledge has moved to the center of the social stage. Men of knowledge have become some of the most powerful actors on this stage, for they provide the basic knowledge for both political and social action. They have congregated in largest numbers on the university campuses, and thus the universities have become some of the most influential institutions in our society today. Within many institutions, service and research have overshadowed teaching. With the information explosion through mass media, even teaching has become outmoded as the teacher per se has become less and less the major source of knowledge. Somehow, universities and their related institutes and institutions must make the basic shift toward emphasis on learning, with teaching being only one of the factors in that process. Young scholars (students) must become more directly involved as members of the expedition in pursuit of knowledge. What is learned must be made relevant to the great problems facing mankind today.

4) Within the field of international education there is a search for something new. Twenty years experience with exchange of persons programs has told us that it can work, but questions are arising on its significance.

3. Changes at the University of Hawaii

1) During the decade of the 1960's, the budget of the University of Hawaii increased from 15 million dollars to almost 100 million dollars, while the East-West Center budget leveled out at a little over 5 million dollars by 1964.

2) In 1960 the University of Hawaii had comparatively few graduate programs or graduate students. It is fair to say that the East-West Center helped develop the graduate programs by providing up to 600 full educational-cost grants each year, until today there are master's degree programs in almost all the disciplines and nearly 30 doctoral programs with more on the way. The graduate student population now stands at some 3,800 and is expected to double by 1975. Because of increased costs in operation and federal budget reductions the enrollment of East-West Center graduate students is now about 400 each year.

3) Where at one time the University of Hawaii and the East-West Center were each expending about $120,000 a year on books, the UH Library purchasing budget has increased more than six-fold, while the East-West Center's has actually decreased. The University of Hawaii is taking steps to assume the responsibility for general Asian library collections, while the East-West Center Library will concentrate on building up specialized collections directly supporting its programs.

4) The University of Hawaii's plans for academic development for the 1970's point toward universal post-secondary education, the development of interdisciplinary "problem-oriented" courses, the development of a four-year campus at Hilo (including a Center for Cross-Cultural Training and Research), the development of a second campus on Oahu, the establishment of a School of Development, a law school and a four-year medical school.

GOALS

Not only must old assumptions be reexamined but goals must be refined so that the practical programs on which the Center chooses to focus its attention are educationally significant and in keeping with the legislated aim. After considerable study, eight general goals were spelled out.

The first such goal is to help enhance the quality of life among the peoples of the United States, Asia and the Pacific. All nations with which the East-West Center is involved seek quality of life at home and equality of relations abroad. Thus, the enhancement of the quality of life and mutuality of relations become the touchstone of everything the Center does.

The second goal is to educate men toward multi-cultural perspectives. A person born and raised in one culture will generally consider the values and ways of doing things of that culture as right and best, with those of other cultures being minimally quaint and maximally wrong. Twenty-first Century men and women need the perspective of different cultures.

The third goal is to provide a setting for interaction (interchange) among men and women of different cultures, disciplines, professions and skills. Not only does such interaction enhance the possibility of cross-cultural cooperation resulting in people becoming more multi-culturally sensitive, but it also enhances cross-disciplinary cooperation. Within the fast changing world men and women can no longer be trained only for well-defined jobs which they will hold the rest of their lives. They must learn to cooperate more generally across many boundaries. Thus, although most education moves from general to specific, especially at the graduate level, experience at the East-West Center is designed to move from the specific toward the general in a broad sense. Such education provides people the experience and practice of collaboration.

The fourth goal of the problem-oriented programs is to inquire into the relation of theory and practice in human affairs. Theory, when based on fact, gives man the ability to predict the future and to anticipate the consequence or outcome of his actions. We can no longer act with good intentions and then "let the chips fall where they may," for the chips may be made of radioactive dust. Education must teach man to see the consequences of his actions. Also, a "theory of practice" permits feedback which helps correct theory.

The fifth goal is to develop designs for multi-cultural decision making and the sixth is to provide experience in testing and evaluating these decision making designs. Education that has not equipped man to make decisions, to see the complexity of decision making, and to accept responsibility for decisions, has not equipped him to live in modern society. The modern student, and for that matter, the general public, is woefully ignorant of how decisions are made--the variety of interests that must be consulted, the deliberations engaged in at different levels, the web of checks and balances by which decision makers are constrained by their constituencies. Cross-cultural decision making can then become even more difficult. The need for experience and practice in this area needs no defense to those who have had such experiences. Furthermore, emotion comes to the fore in decision making and today emotions are valued highly by many. However, in cross-cultural decision making situations it is constantly necessary to suspend the impulses, to reflect and make sure the connotations one received are those which the speaker intended. Much unnecessary emotional encounter can thus be avoided. Above all, men and women must learn that they shape their own futures by their decisions.

The seventh goal is to develop the availability and exchange of knowledge among the peoples of Asia, the Pacific and the United States. All programs will collect and disseminate information about the problem at hand.

The eighth and final goal is to foster continuing relations among former Center participants. Not only is continuity necessary at the East-West Center itself; but, in order to maintain the understanding that has developed, former students and scholars must be kept in touch. Understanding needs constant renewal.

PROGRAM DESIGN

A program is a unified system of "output-oriented" activities engaged in by designated people, aimed at certain specified goals with no particular time limit. The word system refers to the relatedness and order that must exist among the various activities forming an overall design. Such a program is also the locus of responsibility and decision making in relation to the attainment of the goals. The people engaged in the activities of the program must know the goals, plan the activities, and be competent in performing them. Goals must be stated in terms that lend themselves to accomplishment and evaluation.

A problem is a deviation between what could be and what is. Thus it is recognized that every problem-oriented program will be dealing with the anticipation of the future and the question of values. On the one hand will be the need to choose between alternative futures, and on the other hand, the need to choose between alternative means of getting there. This implies the need to educate for judgment and wisdom, but wisdom which is future oriented rather than a distillation of the better decisions of the past. Hopefully, it would also satisfy the longing of students to be engaged in purposeful, meaningful endeavor.

The Center's programs must have initiative and direction from Center staff. Each program aims at a middle range perspective, neither directly operational (for that belongs to government agencies) nor wholly long range (for that belongs to the basic research functions of the university). Center programs, although academic in nature and content, are not intended to duplicate university programs but to be complementary to them. In a university, scholars are grouped around a common discipline, presided over by a chairman, and are called a faculty. In the East-West Center, scholars are grouped in programs centered around a problem, drawn from several disciplines, and are presided over by a director, who is assisted by a permanent, professionally-qualified staff.

Each program has several projects whose members constitute teams. (The word team has been chosen because it connotes a group of people with differing functions who have the same orientation and cooperate to achieve a common goal.) Whereas faculty members of a department in a university are a residential

group in the sense that they generally reside on a single campus, members of teams may be resident on many campuses or countries. Continuity is provided by the director and staff at the East-West Center and by the members of the teams who are on the University of Hawaii faculty or temporarily in residence at the Center. A team is thus a device for coordinating a range of activities by scholars who may at times be geographically dispersed.

The team concept envisages groups of older and younger scholars from Asia, America and the Pacific initially in residence at the East-West Center. A single team will be made up of scholars who are members of the East-West Center staff, jointly appointed University of Hawaii faculty and other faculty or researchers in Asian/Pacific and U.S. mainland institutions holding joint appointments with the East-West Center, Senior Specialists, students enrolled in the University of Hawaii on East-West Center scholarships, and non-degree students and trainees. Joint appointments are made with the University of Hawaii and other educational or service institutions in Asia or on the U.S. mainland. A team member is asked to make a rather long-term commitment to continue to cooperate on the problems through continuing teaching, research, or other work after returning to his home institution. It is hoped that his home institution would also agree to cooperate in the support of the activities engaged in by the team member. Team members coming to the East-West Center and returning to their home institutions form strands in a growing network of responsible scholars and institutions. As the number of older and younger scholars grows in one country or area, sub-networks can be formed, all concerned in one way or another with the particular problem of the project. This network assures the continuity of contacts across the years.

During residence in Hawaii student members take courses at the University of Hawaii, assist staff and senior scholars in residence with their research and writing, find their own places on the team, live with other students in the dormitories, and engage in the various extracurricular activities planned by the East-West Center staff. Senior Specialist members engage in research, conduct advanced seminars at the Center, and occasionally participate in seminars at the University of Hawaii under special arrangements. They evaluate the problem-related research plans of students, help plan training projects, and occasionally give lectures to the trainees. University of Hawaii faculty who are members of a team join in the research and continue their teaching, advising, and other activities, the amount of each depending upon arrangements made.

It is hoped that members of the team in residence at their home institutions will give lectures or hold seminars in the problem area, will recommend some of their best students for participation in the project, and will carry out research on the problem as it faces their home countries for field study and research.

Each program (or project) may have a field project. As a research, education, and training laboratory, field projects bring together scholars, students and trainees from East and West under new and more significant conditions of study, work, and living. Younger members of the teams (students) are given direction and advice by older members. It is in the field project that many students have the opportunity to do their field work for their theses and dissertations.

In addition to activities for degree students, the problem-oriented programs continue to sponsor non-degree training projects. Such activities are, as far as possible, coordinated with and related to the team approach. Team members, in addition to their teaching and research activities, are encouraged to engage in related community services according to the needs of their own societies and governments. Presumably, as the work progresses, specific and useful solutions to current problems will be found. Local application is necessary, and team members should be able to offer technical training and to conduct applied research within the community. The decision as to whether training should take place in Hawaii or in the home country is made according to circumstances. In general, training undertaken at the East-West Center is only in highly specialized and unusual fields, or for participants from those areas of the Pacific and Asia where training facilities are inadequate and trained personnel few. Field training workshops and short courses are conducted, on a cost-sharing basis with local co-sponsors, by East-West Center instructional teams.

PROBLEM-ORIENTED PROGRAMS

The problems upon which the East-West Center focuses attention were given careful consideration. The Joint University of Hawaii/East-West Center Task Force recommended several problem areas for investigation, of which three were adopted for implementation--population, food, and communications. A fourth problem area, that of culture learning, was regarded as particularly suited for investigation because of the very nature of the Center whose students, Senior Specialists and technical training participants combine to form a living laboratory of diverse cultures. The fifth initial program is in the field of technology and development--a broadening of the function of the Institute for Technical Interchange, which pioneered work in problem-oriented fields during the Center's first decade, and incorporating the long-term research activity theme of development promoted in the Institute of Advanced Projects.

Several basic criteria for selection of problem areas were used. It was assumed that only problems recognized by scholars and policy-makers in the Asian/Pacific area and the United States as impeding social, economic or cultural betterment would be high on the list.

East-West Center programs must be consequential to both East and West. In other words, the Center aims for mutuality--drawing Asian scholars and technologists into the early identification and planning stages--and does not develop one-way programs of technical assistance. The problem-oriented programs must be capable of being defined and worked on in a cross-cultural, interdisciplinary and multi-level fashion, involving both theory and practice. Work on each problem must be of contemporary significance but future-oriented and as distinctive as possible.

The list of problems to be tackled has included many different areas and work on some areas of importance has had to be deferred or rejected. Beyond the various criteria for selection are such practical factors as timeliness, availability of people, and availability of funding. Some staff planning and seminar consultation has taken place in the area of "New Models in Higher Education" and initial consideration has been given to "Ecology and Values" as a possible field for program development. The five problem-oriented programs selected for initial Center execution are described below.

1. East-West Population Institute

The problem of excessively rapid population growth is among the most critical of those facing mankind today. The historically unprecedented pace of population change in less developed countries frustrates the efforts to achieve desired rates of economic development and to accomplish a general modernization of society. Of particular concern is the quality of life for those in our "global village" whose inhabitants will double in number by the year 2000, if present trends continue. While a considerable amount of scientific research has been carried out on methods which could be used to influence population trends in the direction of more socially desirable patterns, comparatively little is known about the motivating factors in human behavior which determine the size of families. Even basic demographic knowledge is lacking in many areas. Evaluation and dissemination of the information already available is largely uncoordinated.

With the assistance of a $4,100,000 grant from the Agency for International Development, the East-West Center began in 1968 a program in population dynamics. It provides for interdisciplinary, intercultural, multilevel research, study and training relevant to the solution of the economic, political, social and cultural aspects of the population problem in Asia, the Pacific area and the United States. In 1969, after the appointment of Dr. Paul Demeny as Director, the East-West Population Institute was established within the Center to accomplish the program goals. Dr. Demeny came to the East-West Center after serving as Associate Director of the Population Studies Center at the University of Michigan and at Princeton University as an economics professor.

Graduate education in population studies is provided by various teaching departments of the University of Hawaii. To serve the needs of graduate students in the social sciences who wish to acquire a specialized knowledge of demography and of demographic aspects of their discipline, an interdepartmental population studies program has been established in the College of Arts and Sciences, at present involving the departments of anthropology, economics, geography and sociology. The Institute actively cooperates in this program through arranging joint staff appointments with the departments; through recruiting from 15-20 graduate students for the program, and through the provision of directed research opportunities, including field training, for participating graduate students.

The Institute also offers seminars and lectures complementing formal graduate training. Fifteen graduate students working for advanced degrees in anthropology, economics, geography, or sociology and towards a certificate in population studies have received full-time support from the Institute during the 1969-70 academic year. They include students from Ceylon, China, Indonesia, Japan, Korea, Thailand, and the United States. It is expected that an additional 15 will receive such support in 1970-71. A program in graduate training in population for students in the health sciences is located in the School of Public Health. The program will be directly and fully supported by a grant from the East-West Population Institute beginning July, 1970. Awards for graduate students specializing in population in the School will number five in 1970-71. In the 1969-70 academic year the Institute also supported two post-doctoral fellows in the biomedical sciences.

The Institute also organizes and conducts a variety of non-degree training programs responding to needs of special groups or special problem areas. The most notable among such activities in 1969-70 were two seminar-workshops for Asian newspapermen and staff members of other mass communications media held in Singapore and in Davao, the Philippines, organized in cooperation with local sponsors; and a four-week seminar for census statisticians from the Pacific organized in cooperation with the South Pacific Commission. A six weeks intensive training program in population studies with an emphasis on techniques of program evaluation will be held for an expected 24 Asian participants during the summer of 1970. The Institute will provide annually from 75 to 150 non-degree training grants.

The staff of the Institute as of September 1, 1970, will include 11 joint appointees with various University of Hawaii units, typically arranged on a half-time basis. Apart from supporting administrative and clerical personnel on the Institute staff there will be also four full-time researchers and a medical consultant. Dr. Lucien Gregg, Associate Director of the Medical and Natural Sciences division of the Rockefeller Foundation, is

also attached to the East-West Population Institute. Senior Specialists with the Institute in 1970-71 include Dr. Hi-Sup Chung, former Minister of Health of the Republic of Korea; Dr. Nathan Keyfitz, president of the Population Association of America and professor of demography at the University of California, Berkeley; and Dr. Henry Bradley Wells, professor of biostatistics at the University of North Carolina.

The Institute's research program is focused on problems of Asian and Pacific populations. Special emphasis is placed upon three broad areas: (a) social and economic aspects of population change including related areas of population policy; (b) techniques of demographic analysis and estimation based on limited and erroneous data; and (c) the demography of particular areas in Asia and in the Pacific. Current Institute projects include a study of welfare economics as applied to population policy; a survey of methods of demographic estimation for statistically underdeveloped areas; studies on migration in the South Pacific area; on fertility patterns and differentials in Korea; on labor force and employment implications of population growth in Southeast Asia; on the involvement of Asian universities in population training, research, and action programs, and other projects.

A major objective of the Institute to which all staff members are committed in addition to their teaching, research, and training activities is to become the single most prominent work center for the collection, synthesis, and diffusion of knowledge of all socially significant aspects of contemporary population trends in the Asian/Pacific area.

The need for such a center can hardly be exaggerated. Results of a multitude of scattered projects and a flood of published materials remain insufficiently utilized because no systematic, organized intellectual effort goes into pulling them together, subjecting them to a critical analysis, or interpreting them in lucid, jargon-free language to the broad audience of interested professionals in and outside the community of population specialists.

In support of this program activity the Institute is building up a specialized collection of library materials and data banks on Asian and Pacific populations, as well as developing documentation on specialized subjects such as legal aspects of population policy, methods of program evaluation, communication on topics relevant to the formulation of population policy, and other areas.

Plans for a publication that will serve as the main instrument in the service of these goals are under preparation.

2. East-West Communication Institute

Communication is a fundamental process of society. Communication across cultural barriers is at the very heart of the East-West Center's mission in promoting international understanding for better relations. The problem, for which the Center is uniquely equipped to seek solutions, is how to develop communication between men and women of differing cultures in order to share knowledge. Sharing of knowledge is becoming crucially important for maintenance of peace and orderly development in these days of "the knowledge explosion" when knowledge itself is a form of power.

Communication was selected as a problem-oriented program for the Center not only for its own undisputed value in the field of solution-seeking, but because it also provides basic support to other programs, such as population dynamics, food, culture learning and technological development. Program planning was started in the fall of 1969 by Dr. Wilbur Schramm, director of the Institute for Communication Research at Stanford University, and Dr. Y.V. Lakshmana Rao, who formerly was program specialist for UNESCO's Department of Mass Communication in Paris and who becomes Secretary General of the Asian Mass Communication Research and Information Center at Singapore in July, 1970. They came to the Center under Senior Specialist grants from the Institute of Advanced Projects and were joined in research and planning for a brief period by Dr. Godwin Chu, associate professor of anthropology and sociology at the University of Victoria, British Columbia, who is known for his research in mass media and cross-cultural communications in East Asia.

The planning team recommended that the Center program focus on two aspects of the broad field of human communication: (a) the use of communication for the sharing of knowledge aimed at human betterment in general, and economic and social development in particular; and (b) the use of communication to share knowledge between cultures and thus contribute to more complete understanding and peaceful interaction. As with all Center programs the East-West Communication Institute provides for interdisciplinary, intercultural, multilevel research, study and training relevant to the solution of the economic, political, social and cultural aspects of the communication problem as it affects Asia, the Pacific area and the United States.

As a primary objective, the East-West Communication Institute is building a resource of knowledge of developmental and cross-cultural communication, which can be used by scholars, policy-makers and communication specialists of East and West, and especially by participants in Center programs. This implies a collection of materials, research findings, cases, visual, auditory and written records, which must be continuously updated, abstracted, indexed and evaluated. There is no such broad collection anywhere in the world today. Even more important, a resource of knowledge requires a resource of expert and experienced personnel, available for instruction, consultation and research direction.

The East-West Communication Institute awards up to 15 scholarships annually for advanced degree study at the University of Hawaii, and occasionally at other institutions, in cooperation with East-West Center projects. It offers scholarships for graduate study at the University of Hawaii in the social sciences related to social and economic development, in information sciences and in speech-communication and educational communication.

Emphasis, however, is placed on non-degree training projects, seminars and applied research to meet well-defined and urgent communication needs in the developmental field not readily served by formal academic programs. Grants are provided annually for 75 to 125 non-degree students in such training projects.

The East-West Communication Institute administers the Jefferson Fellowships. The Fellowships are awarded to mid-career Asian journalists and practitioners in other mass media for a semester of non-credit study at the University of Hawaii, followed by a two-week trip to the U.S. mainland for professional interviews. The 1970-71 Jefferson Fellowships, to be awarded for the Spring semester in 1971, will go to editors and writers with particular interest in development.

In October, 1970, the East-West Center will invite a group of communication specialists and scholars, predominantly from Asia, for a seminar to advise on documentation collection and training programs. During 1970-71 several Senior Specialists have been invited to work for four months to a year on research projects and in training programs. The Institute expects to award at least five Senior Specialist awards yearly. Among those nominated for 1970-71 are: Dr. Daniel Lerner, Professor of Political Science, Massachusetts Institute of Technology; Dr. Jack Lyle, chairman, Graduate Department of Journalism, University of California at Los Angeles; and Dr. Hidetoshi Kato, who taught sociology and communication at Kyoto University before becoming Associate Director of the Japan Association of Futurology.

Under plans being devised for training at various levels in population communication, the East-West Center is seeking outside funding to be used in conjunction with Center resources.

Director of the East-West Communication Institute is Dr. R. Lyle Webster, who joined the Center staff after serving for six years as a Ford Foundation consultant to the government of India in developing agricultural communication. Prior to his work in India, Dr. Webster was director of information for the U.S. Department of Agriculture. During that period he also studied agricultural communication systems in the Soviet Union and advised on communication methods for several countries of Latin America. A senior program officer appointed July 1, 1970, is Dr. Jim A. Richstad, who served previously as assistant professor of journalism at the University of Hawaii. In addition to training

program activity, Dr. Richstad will supervise the collection of communications resource material in the Pacific area and will edit a newsletter and other publications to disseminate the knowledge of the documentation collection. Joint staff appointments with the University of Hawaii and other institutions in the U.S./Asian/Pacific area are projected.

3. East-West Food Institute

The elementary problem of getting enough proper food to eat has developed enormous complexities. Even technologically developed countries have poor and hungry people, have nutritional deficiencies even among the affluent, and suffer inflation, pollution, and environmental damage. Agrarian societies seeking technological development in food have the additional burden of rapidly increasing population. Production is only part of the food problem. Consideration must be given also to processing, distribution, merchandising and a host of other aspects ranging from the effect of cropping and pesticides on the physical environment, capital investment and trade policies, to cultural habits affecting diet. Solutions to the food problem call for a systems approach.

Obviously, the East-West Center must focus on specific aspects of this broad problem, keeping systemic consequences in mind, to make any significant contribution to solutions. In the last three years the Center has devoted approximately $500,000 yearly in grants in support of various degree fellowships, technical training, and research projects involving the food problem. With emphasis on problem-oriented programs, the East-West Food Institute is designed to tie these activities into a coordinated program of applied research, study, and training.

Extensive study and consultation involving Asian governments, international agencies, AID and Asian/American food authorities have taken place in the last three years. From July through December, 1969, a team of Senior Specialists worked on recommendations for a food program. Members of the team were Dr. Shao-er Ong, regional agricultural officer for the UN Food and Agricultural Organization (FAO) based at Bangkok and now Associate in the Agricultural Development Council; Dr. Ki Hyuk Pak, Dean of the College of Business Administration, Yonsei University, Seoul; and Dr. Y.T. Chang, Vice Minister of Economic Affairs, Republic of China, Taipei, formerly Provincial Commissioner of Agriculture and Forestry.

The planning team made it clear that the exact nature of the food program should be shaped by the incoming Institute Director. It recommended four project areas as best suited to initiate an East-West Center program: (a) closing the protein gap; (b) development of food industries; (c) promotion of food exports; and (d) strengthening of farmers' organizations. The substantive focus of the program will be developed early in Fiscal 1970-71.

More than 30 specialists in food problems, ranging from economists to nutritionists in addition to agriculturists, met in a three-day "Seminar on Food Problems in Asia and the Pacific" at the East-West Center in mid-May, 1970, to join in planning for the program of the East-West Food Institute. The majority were from Asia. Development of institutional ties between the East-West Food Institute and Asian/Pacific universities and agencies was among the recommendations of the seminar.

As of September 1970, the Director of the East-West Food Institute will be Dr. Nicolaas G.M. Luykx II. Dr. Luykx comes to the Center after service on the faculty of Agricultural Economics and the Southeast Asia Program of Cornell and the faculty of Agricultural Economics, Michigan State University. He was Senior Advisor to the Pakistan Academy for Rural Development, Comilla, East Pakistan, and has been involved in field research projects in Thailand, the Philippines, South Vietnam, and Malaysia. He presently serves as Chairman of the Rural Development Seminar of the Southeast Asia Development Advisory Group (SEADAG).

The East-West Food Institute has made arrangements for joint appointments with the faculty of the University of Hawaii's College of Tropical Agriculture. Joint appointments with other University departments and U.S./Asian/Pacific institutions are projected.

Up to 40 scholarships for advanced degree study at the University of Hawaii are awarded annually by the East-West Food Institute on the basis of cooperation with Center projects. Scholarships are offered for study in University departments concerned with agricultural sciences and technologies, oceanography, and the social and natural sciences relevant to the food problem. Graduates will have practical research experience, as well as experience in making decisions as a result of participation in field education and field research projects in knowledge-based skills required for mid-management in food development programs. On a continuing basis they should contribute to institution building with international links in the research and operational fields.

From 75 to 150 short-term grants are provided annually to non-degree students in specialized training programs designed by Institute staff. Grants are provided in 1970-71 for several Senior Specialists to join in research and training related to Institute projects.

Funding from external sources is being sought for financing additional staff positions needed for an expanded food program, travel and research, library acquisition and publishing costs, conference and seminar expenses and space rental, construction or renovation as needed for the additional requirements of the program.

The Food Institute's program has the same interdisciplinary, cross-cultural and multilevel characteristics of other Center programs. It aims to produce publications yearly on the results of its research into food problems, on alternative solutions and on designs for policy formulation and decision-making with respect to solutions.

4. East-West Technology and Development Institute

In the East-West Center's first decade the Institute for Technical Interchange, the administrative unit which directed all training projects and some non-degree education, was the major source of problem-oriented activity at the Center. With the shift to a substantive programmatic structure, in which training becomes a basic component in each of the new institutes and programs, the Institute for Technical Interchange takes on a new name: the East-West Technology and Development Institute. The change in name reflects the new and expanded roles the Institute has assumed in focussing on the mutual problem of improving the techniques for planning and managing development at a time of rapid technological change. Dr. Dai Ho Chun, Director of the Institute for Technical Interchange, is guiding the new East-West Technology and Development Institute through the transitional period.

The East-West Technology and Development Institute is concerned with study, applied research and training in the techniques of planning and managing development, with emphasis on the roles of managers and trainers in the fields of health, education, social welfare, business and government administration.

The Institute aims at developing and applying techniques to upgrade human resources and to strengthen institutions important to the solution of problems in areas where need has been clearly established and not adequately met. In its Hawaii-based projects, it concentrates on education and training of middle-management personnel, especially those who can pass on their knowledge and skills to others when they return to their home countries, and who can contribute substantially to the strengthening of home-country institutions vital to development. Therefore, East-West Technology and Development Institute participants are primarily teachers, supervisors, key administrators--the majority of them with institutional affiliations.

Grants for up to 400 non-degree students are provided annually for instruction in short-term training courses in Hawaii designed by Institute staff on a multi-national basis to meet participants' needs without sacrificing individual attention. Instruction is conducted by Institute staff and by professionals recruited for training projects. Seminars, field training, and on-the-job observation are provided in addition to classroom work.

Grants are awarded annually by the East-West Technology and Development Institute to five Senior Specialists. The Senior Specialists engage in individual and group research related to Institute projects and assist, where feasible, in the training projects. During 1970-71 Senior Specialists related to the Institute will be involved in projects on micro-economic analysis and planning, regional cooperation and trade, and cultural factors in productivity. Joint staff appointments with the University of Hawaii and other cooperating institutions are projected.

Up to 40 scholarships for advanced degree work at the University of Hawaii are awarded annually by the Institute in cooperative study projects. Academic fields in which the Institute awards scholarships include health, education, social welfare, business and government administration, and relevant aspects of engineering. Degree-seeking students also are expected to participate in team projects with Institute staff and Senior Specialists in research and training to prepare them for their future roles in planning and managing developmental change.

The East-West Technology and Development Institute also sponsors field training through short-term workshops conducted by East-West Center instructional teams at various locations in the Asian/Pacific region. Operating expenses, facilities for instruction, housing and other costs are provided by participating governments and agencies co-sponsoring the projects. Since 1961, more than 6,000 participants have been trained in such field projects under East-West Center auspices.

Examples of recent field training projects are: a one-week refresher course on medical specialities conducted on the island of Saipan for 30 Micronesian medical officers; a two-week workshop for 60 hotel administrators conducted in Singapore; a two-week workshop on judicial procedures for 70 Okinawan lawyers and judges.

Through the East-West Center Press, the Institute publishes research findings of its Senior Specialists and other publications such as training manuals, technical reports, bibliographies, reprints, occasional papers, newsletters, etc. In cooperation with the East-West Center Library, the Institute is building a collection of books, documents and other material on development technology of relevance to the Asian/Pacific area.

5. East-West Culture Learning Institute

East-West Culture Learning Institute programs and projects are aimed at finding ways to help people cross cultural boundaries more easily and to make culture less an obstacle to cross-cultural understanding. On the one hand we see two opposing forces at work in the world today. Technological advancement in communication and transportation have thrown greater and greater numbers of

people from different cultures into contact with each other. At the same time many national groups, but especially those who have recently broken out from under colonial rule, tend to emphasize national pride through cultural uniqueness. Thus, although many more people are being thrown together than ever before, there is a greater opportunity for cultural misunderstanding.

On the other hand, we know that culture itself is a binding and blinding power over man. Culture is a set of patterned and ordered designs for living which a child learns once he is born or adopted into that culture. As he attains maturity, the customs, laws, and morality of that culture tend to become absolutized with right and wrong being judged on the basis of his own culture. This means that if two people are born into different cultures, they will naturally look at phenomena from different points of view and thus tend to misunderstand each other. Therefore, a goal of the Culture Learning program is to determine whether or not we can teach and learn culture in the same way we have successfully taught and learned foreign languages.

There are approximately 2,000,000 Americans outside the United States at present--students, scholars, businessmen, tourists, diplomats, government officials and, of course, members of the armed forces. American intentions and attitudes are often misunderstood abroad, while Americans often feel at a loss to understand the actions of other people. Yet the impressions they bring back and the impressions they leave behind will be a critical factor in America's relations with peoples of other cultures. The need for cultural sensitivity and knowledge is emphasized by the increasing flow of Asian tourists and businessmen, particularly from Japan.

The activities of the Culture Learning Program, under the direction of East-West Center staff, have started with an examination of alumni of the East-West Center. The East-West Center has been a living laboratory of cultural learning and understanding. However, the impact on people's lives and how they have learned cultures, the barriers they saw to learning cultures, or the opportunities to learn cultures have not been studied systematically. A second aspect of the project is research on a series of questions which will try to clarify assumptions on culture learning. Can a culture be taught in a school; at what level; what is the best orientation to a forthcoming cross-cultural assignment; can we develop an intercultural learning scale; how will learning a second culture affect personality development, especially in the cognitive area; to what extent does book learning stimulate emotion learning or learning to handle one's emotions? Both a review of the literature and new experiments are being designed.

The Institute also is attempting to develop teaching materials to be used in the classroom and mass media. It is hoped that the Institute will make contact with schools in various parts of the world so that learning can be tested out on different levels. In developing these materials, the Institute aims at close relations with the University of Hawaii's Center for Cross-Cultural Training and Research in Hilo.

A second major activity planned by the East-West Culture Learning Institute is the Language Learning Improvement Program (LLIP), for which outside funding is sought on a long term basis. The LLIP aims at developing a strategy which will (a) bring the most recent findings of linguistic science, cognitive psychology, communication theory, etc. to bear upon the learning of socalled "transnational" languages; (b) develop interaction among the people who will teach and learn transnational languages or particular languages; (c) encourage the development of a social climate which will foster national policies on language teaching and learning.

The Language Learning Improvement Program, when funded, will have full-time, substantively-qualified East-West Center staff supplemented by joint appointees with the University of Hawaii in relevant departments and with Asian, Pacific and mainland U.S. institutions and language agencies. The staff will (a) carry out, or supervise programmatic research and development on the improvement of language learning, both at the Center and abroad, through a variety of projects, research training for graduate students, and non-degree education and training projects; and (b) design and arrange for study opportunities in other universities and institutes and for internship in action projects in Hawaii and abroad. Projected output includes publication of research results and various books designed to facilitate the teaching of transnational languages.

The Institute awards up to 35 scholarships annually for advanced degree study at the University of Hawaii in cooperation with its Culture Learning Program. Academic fields in which scholarships are awarded include Asian Studies, American Studies, the humanities and arts, and social sciences related to the study of culture.

Another 30 scholarships for advanced degree study are awarded annually in cooperation with the Language Learning Improvement Program. Academic fields in which scholarships are awarded include Asian/Pacific languages, English, Teaching of English as a Second Language (TESL), linguistics, and psycho-linguistics.

Five Senior Specialist grants are awarded annually for each of the two programs. Senior Specialists, in addition to engaging in project-related research, participate in special seminars and training activities.

Provisions are made for awarding from 75 to 125 non-degree grants for specialized training in the fields of culture learning and language learning improvement.

Planning for the Culture Learning and Language Learning Improvement programs began in June, 1969, with a conference of four scholars: Dr. Agnes Niyekawa-Howard, associate professor of psychology in education at Northeastern University, Boston; Dr. William E. Henthorn, assistant professor of Oriental Studies at Princeton University; Dr. George Beckmann, director of the Far Eastern and Russian Institute, University of Washington, Seattle; and Dr. Herbert Passin, professor of anthropology at the East Asian Institute, Columbia University. Dr. Niyekawa-Howard and Dr. Henthorn took up residence at the Center in the fall of 1969 as Senior Specialists to do research and work with the Center staff on program planning and a second meeting of the four specialists was held in December, 1969. Dr. Henthorn went to South Korea in the Spring of 1970 to study attitudes of nominees for future East-West Center grants so that follow-up studies may be made at the Center on those actually selected for scholarships, as contrasted with those who received other foreign study grants or remained in the country for further study or work.

Acting Director of the Culture Learning Institute is Dr. Minoru Shinoda, professor of Asian history at the University of Hawaii, who has been serving as director of the East-West Center's Institute of Advanced Projects.

Dr. Niyekawa-Howard is heading the Institute's program in Culture Learning, with initial emphasis on surveys of students currently at the East-West Center.

PLANNING FOR THE FUTURE

In order to give scope for educational and research innovation, the East-West Center will continue to award grants and scholarships not directly associated with the problem-oriented programs outlined above. In general, such grants will be used to examine other problems of mutual East-West concern and plan for possible new programs at the East-West Center in the coming decade as funding may become available.

Problem areas on which study is contemplated or already started include new models for higher education, environmental problems and human values, and promotion of peace and world order. Other problems may be considered to provide responsiveness to special needs and programmatic flexibility.

Beginning July 1, 1970, a Division of Participant Services will be established to plan and direct intercultural activities which aim at closer interchange between all elements of the East-West Center--degree and non-degree students, Senior Specialists and staff members. Participant Services also will coordinate admissions, Center-wide record keeping, alumni liaison, housing and conference and seminar services.